

LEA School Improvement Grant Application



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Presenters

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Purpose of Webinar

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- Pyramid of Interventions
- Achievement School District
- Renewal Schools
- Focus Schools
- SIG Intervention Models
- Application Timeline
- Funding Priorities for SIG funds
- Resources

Tennessee's TWO Simultaneous Accountability Models

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AYP/High Priority – Current NCLB Accountability
Model (State)

AND

TIER Status- New Persistently Lowest-Achieving
Schools Accountability Model (Federal)

Schools can have two labels, AYP and Tier Status.

How Do the Two Accountability Systems Differ?

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AYP/High Priority

A school must fail to make AYP for two consecutive years before becoming a high priority school identified for improvement.

AYP/High Priority status is based upon the proficiency of a limited number of all students or a student subgroup.

AYP calculations exclude students in the all group such as multiple test takers, students not continuously enrolled, etc.

Tier Status/Persistently Lowest Achieving

Persistently lowest achieving is based upon **ALL** student scores at the school with no exclusions.

WHICH SCHOOLS ARE ELIGIBLE TO RECEIVE SIG FUNDS?

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Persistently Lowest-Achieving Schools:

Tier I schools

Any Title I school in improvement, corrective action, or restructuring that—

- Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring in the State or the five lowest-achieving such schools (whichever number of schools is greater); or
- Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is below 60 percent over a number of years.

Tier II schools

Any secondary school that is eligible for, but does not receive, Title I, Part A funds that—

- Is among the lowest-achieving five percent of secondary schools or the five lowest-achieving secondary schools in the State that are eligible for, but do not receive, Title I funds; or
- Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is below 60 percent over a number of years;

Other Schools

Tier III Schools

- Any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

Tennessee Pyramid of Intervention

Excellence

FOCUS SCHOOLS

Focus Schools will receive a lower-intensity intervention model using Exemplary Educators and STATS to identify needs and implement aggressive change to correct weaknesses.

Focus Schools are those classified as in School Improvement 1 and School Improvement 2 status in the Tennessee Accountability Continuum.

RENEWAL SCHOOLS

The LEA will be required to choose a proven model for capacity-building and transformational change. These schools will remain with the LEA, which will work in partnership with the TN DOE to provide autonomy and support to the providers of the chosen model.

Renewal Schools must have advanced to Corrective Action or Restructuring 1 status in the Tennessee Accountability Continuum.

ACHIEVEMENT SCHOOL DISTRICT

Achievement School District schools will be academically and administratively removed from their current LEA and reconstituted with the maximum level of intervention and support from the Achievement District Collaborative. The schools will maintain an informal relationship with the LEA as the TN DOE works with the LEA to build reform and support capacity at the local level.

The Tennessee Commissioner of Education has the authority to place persistently failing schools (those defined as in Restructuring 2 or beyond in the Tennessee Accountability Continuum and NCLB) and persistently lowest-achieving schools (those defined as Tier 1 schools in the federal regulations) under the control of the ASD.

Learning Lab

All schools in Tennessee will receive state support to put them on a trajectory toward excellence. Supports include: Common Core Standards and balance assessment systems, access to the enhanced longitudinal data system via the data dashboard, training on using data for instructional decision making, STEM initiative opportunities, changes in teacher and principal preparation and individualized support for improvement, the multiple measure teacher and principal evaluation system for coaching and decision making, and ongoing research and evaluation of what's working in Tennessee.

New Terminology

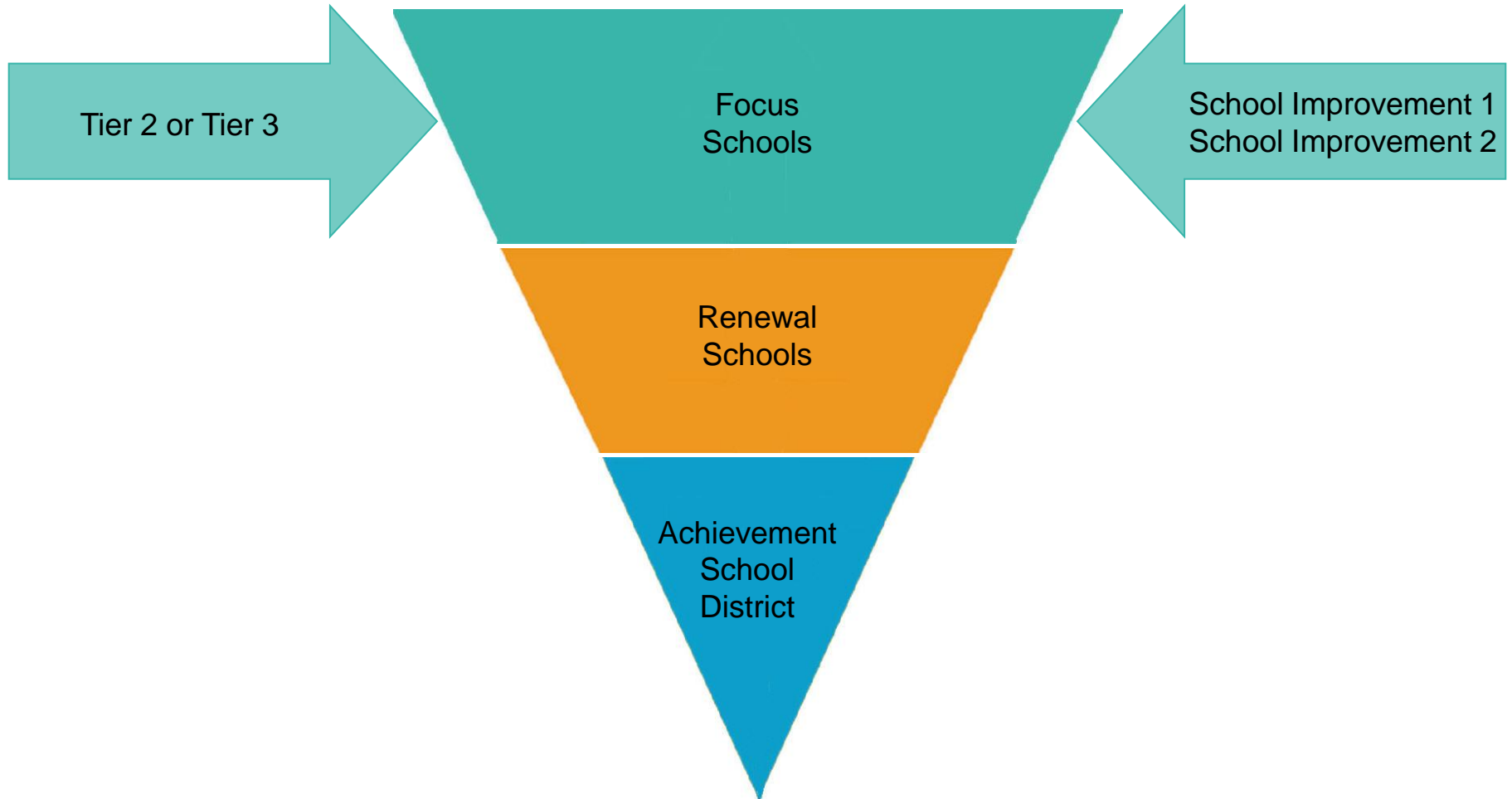
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- Achievement School District (ASD) – Tier I, Tier II or Tier III schools that are the persistently lowest achieving
 - High school with grad rate of less than 60%
 - OR
 - Lowest 5% of Tier
- Renewal Schools – Tier III schools in Corrective Action and Restructuring 1
- Focus Schools – Tier III schools in School Improvement I and II

Tennessee Pyramid of Intervention

New Federal Accountability Model

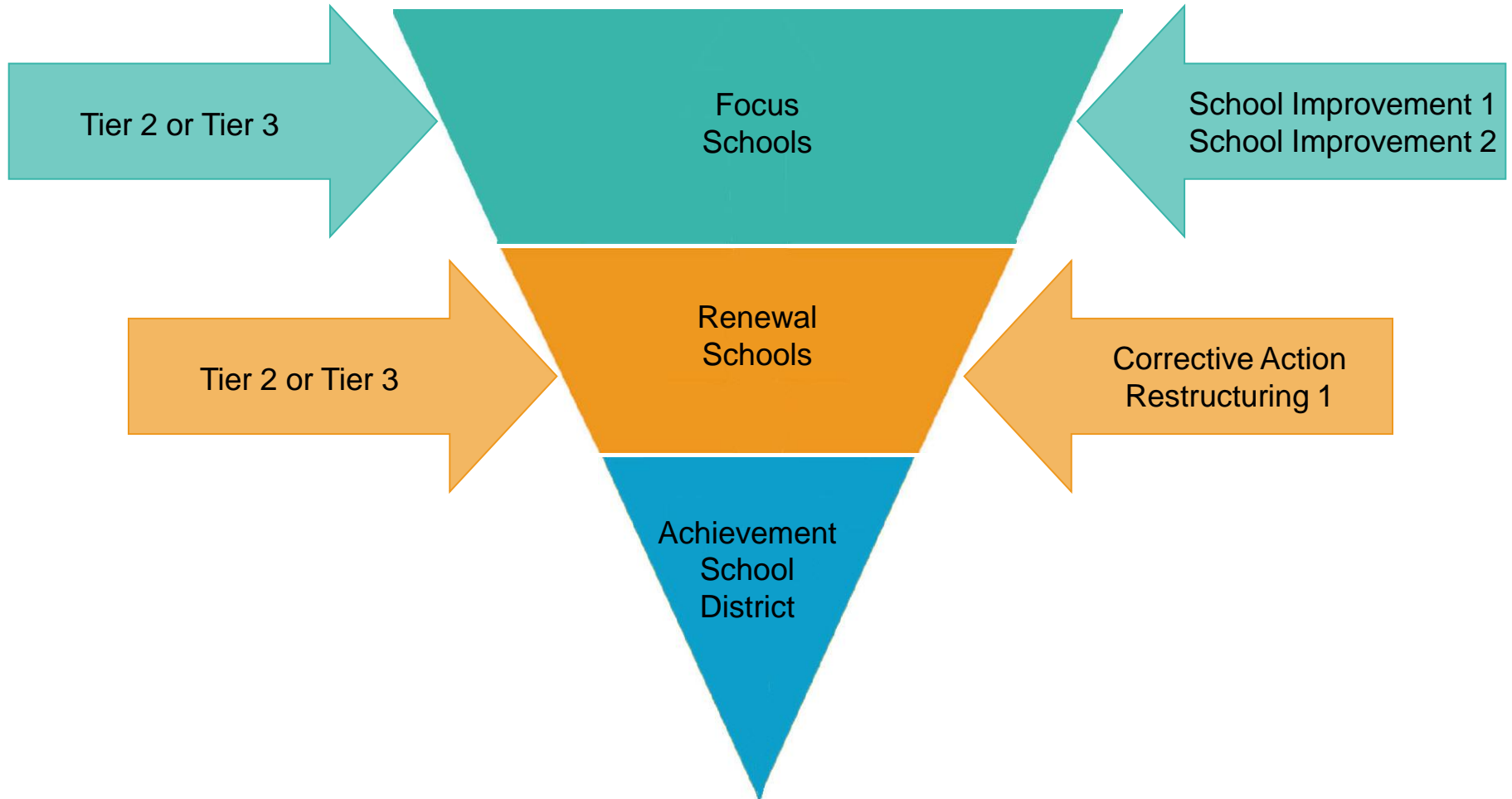
TN Current AYP Accountability Model



Tennessee Pyramid of Intervention

New Federal Accountability Model

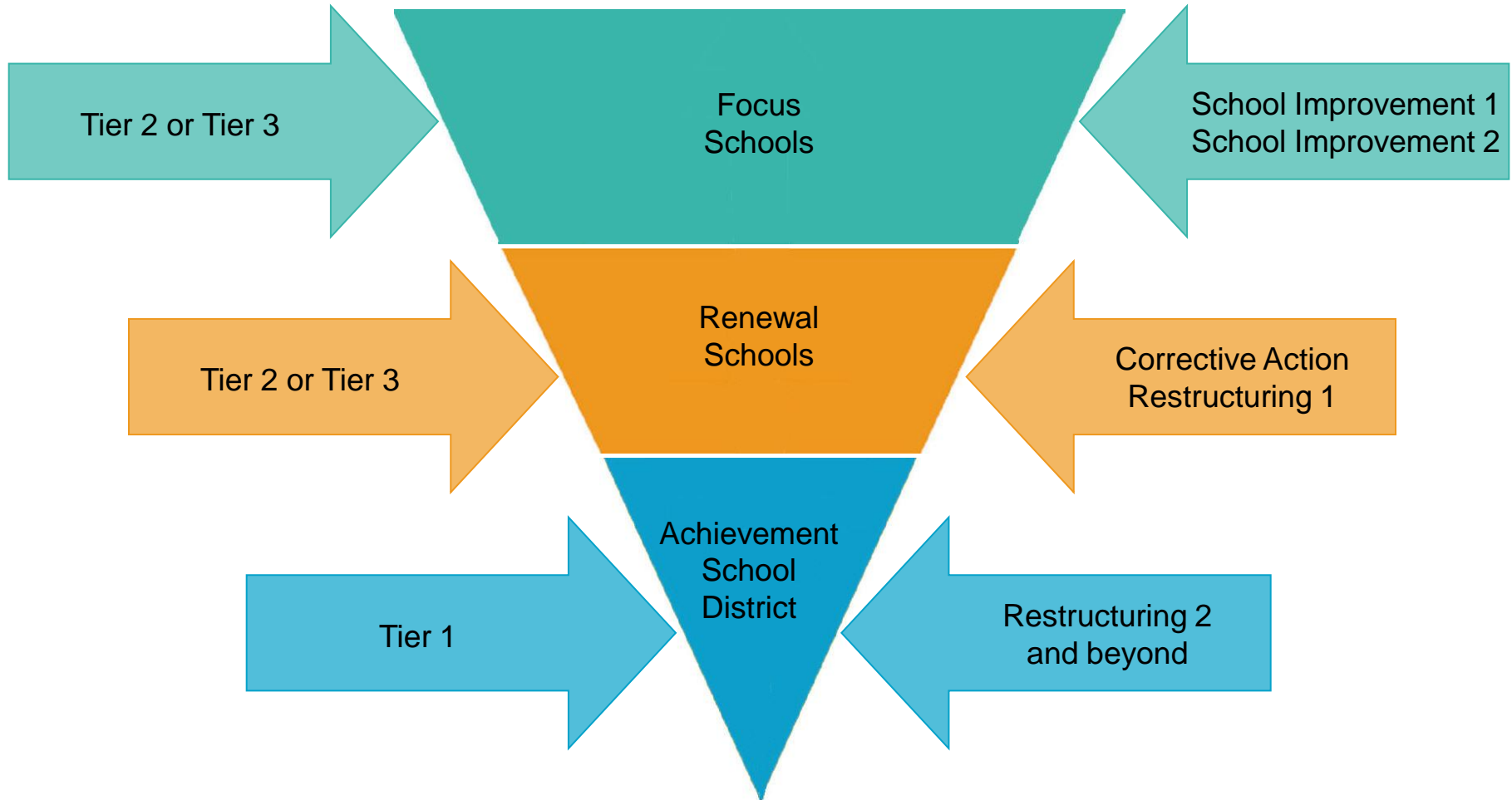
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Tennessee Pyramid of Intervention

New Federal Accountability Model

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Achievement School District

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- 13 schools
 - 6 in the ASD
 - 7 will remain in the LEA but will be under the supervision of the ASC

Renewal Schools – 2010-2011

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- Tier III schools in Corrective Action or Restructuring I

TIER I AND TIER II SCHOOLS MUST ADOPT ONE OF FOUR INTERVENTION MODELS

Turnaround

Restart

Closure

Transformation

Selecting An Intervention Model for Tier I and Tier II Schools

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- **SDE will provide**
 - A list of state-approved vendors*
 - Training to assist in a data driven selection of an appropriate vendor
 - Examples of Memorandum of Understanding (MOU) between vendor and LEA

*LEAs should encourage vendors meeting criteria to apply.

ADD WEBSITE POSTING HERE

RESTART Model Overview

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Restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**

- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
- As part of this model, a State must review the process the LEA will use/has used to select the partner.

- Are we assuming that this model will be chosen, if so is there a RFA for EMOs?

SCHOOL CLOSURE Model Overview

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School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.

- These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- Office for Civil Rights Technical Assistance Module-
- Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*

TURNAROUND Model Overview

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Teachers and Leaders

- **Replace principal**
- Use locally adopted “turnaround” competencies to review and select staff for school (**rehire no more than 50% of existing staff**)
- Implement strategies to recruit, place and retain staff

Instructional and Support Strategies

- **Select and implement an instructional model based on student needs**
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support

- Provide *increased learning time*
 - Staff and students
- Social-emotional and community-oriented services and supports

Governance

- New governance structure
- Grant operating flexibility to school leader

May also implement any of the required or permissible strategies under the Transformation Model

TRANSFORMATION Model Overview



Teachers and Leaders

- Replace principal
- **Implement new evaluation system**
 - Developed with staff
 - Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

Instructional and Support Strategies

- **Select and implement an instructional model based on student needs**
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support

- Provide *increased learning time*
 - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

Selecting An Intervention Model for Renewal Schools

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 - Examples of Memorandum of Understanding (MOU) between vendor and LEA

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Focus Schools

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- Tier III -Title I schools in School Improvement 1 or 2
- Interventions
 - Title I schools – Exemplary Educators???

STATS????

New/Updated Tools for Your School Improvement Toolbox

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Handbook on Effective Implementation of School Improvement Grants-Center on Innovation and Improvement-- <http://www.centerii.org/handbook/>

US ED School Improvement Fund Page— Videos Illustrating Turnaround Options, Laws, Guidance, Final Regulations, etc.-- <http://www2.ed.gov/programs/sif/index.html>

Both of these websites are accessible via the TDOE Federal Programs: Title I, Part A-School Improvement Funds webpage--
<http://www.state.tn.us/education/fedprog/fpschlimprove.shtml> .

FUNDING AND PRIORITY FOR TN'S \$68 MILLION FOR 2010-2011

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- An SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
- An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools. (*Request waiver since ASD starts in 2011*)
- An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the State that its LEAs commit to serve.
- If an SEA has provided a SIG grant to each LEA that requested funds to serve a Tier I or Tier II school, the SEA may award remaining school improvement funds to LEAs that seek to serve Tier III schools, including LEAs that apply only to serve Tier III schools.

If an LEA has one or more . . .	In order to get SIG funds, the LEA <u>must</u> commit to serve . . .
Tier I, Tier II, and Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school
Tier I and Tier II schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school ¹
Tier I and III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I schools only	Each Tier I school it has capacity to serve
Tier II schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier III schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

^[1] The number of Tier I schools an LEA has capacity to serve may be zero if, and only if, the LEA is using all of the capacity it would otherwise use to serve its Tier I schools in order to serve Tier II schools.

	State	District
Eligible Schools	Identify list of eligible schools in the State (i.e., Tier I, II and III)	Applies to serve all or subset of eligible schools in its district
Review Criteria	Develops, disseminates and implements criteria it will use to review and evaluate LEA applications	
4 models	Review and approves LEA's capacity to implement proposed model in eligible school	Applies to implement one of the four required models in eligible schools. LEA selects model after an analysis of local data, resources and capacity.
Prioritization	<u>Must</u> give priority to LEAs that apply to serve Tier I or Tier II schools.	Must serve Tier I schools it has the capacity to serve. May not apply to serve any Tier III school if it has not served all of its Tier I and IIs
Budget	Reviews, adjusts and approves LEA budget by school	Submits 3 year budget (or period of availability) for each school it applies to serve (\$50K-\$2m per year)
Goals	Approves and monitors achievement goals	Proposes achievement goals for each Tier I, II and III school

LEA Role

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An LEA is required to:

- Serve each of its Tier I schools, unless the LEA demonstrates that it lacks sufficient capacity or sufficient funds.
- Implement one of the four models in each Tier I and Tier II school the LEA has the capacity to serve.
 - An LEA with nine or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.

LEA Role continued

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- Provide adequate resources to each Tier I and Tier II school it commits to serve in order to implement fully one of the four school intervention models.

Budget

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- Must cover the full period of availability of SIG funds, which may be three years if the SEA or LEA has applied for and received a waiver to extend the period of availability .
- Must be of sufficient size and scope to support full and effective implementation of the selected intervention in the Tier I and Tier II school that the LEA will serve.
- May request funding for LEA-level activities that will support the implementation of a school intervention model in Tier I and Tier II schools.

LEA Role continued

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- Establish three-year student achievement goals in reading/language arts and mathematics and hold each Tier I, II and III school accountable annually for meeting, or being on track to meet, those goals.

Timeline for New SIG (Tentative, Adjusted)

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Event

- Informational Webinar for state staff and LEAs
- Preparatory Webinars for state staff and LEAs
-
- State Department of Education (SDE) issues Request for Information (RFI) for Providers for School Support Services for Tier III Schools in corrective action or restructuring 1
- Posting of draft app. to SDE/Federal Program website
- Technical assistance meetings held by region
- Applications due to the SDE
- Grants reviewed and evaluated
- Grant award notification letters sent to LEAs
- Grant awards posted to state website
- Implementation Year I School Year

Dates

November 2009
February 8,12,16,
March 17, 2010, etc.

March 2010
March 16, 2010
April 26-30, 2010
June 2, 2010
June 7-18, 2010
June 21-July 1, 2010
July 1, 2010
2010-11

Funding Priorities for SIG Funds/ Anticipation of Funding

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- 1. Tier I and Tier II schools**
- 2. Tier III schools that are eligible for the Achievement School District (ASD)**
- 3. Tier III schools that are renewal schools (schools in corrective action or restructuring I status)**
- 4. Tier III high schools currently implementing High School ReDesign**
- 5. Tier III high schools not currently implementing High School ReDesign**
- 6. Tier III middle schools**
- 7. Tier III elementary schools**

Grant Period

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- The grant is renewable for the two consecutive years, contingent upon appropriated federal SI funds and a successful one year project.
- The LEA must submit an update to its grant, a budget and program information

Monitoring Grant Progress

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Timelines and Milestones

- Grant monitors will be assigned to LEAs
- Documentation of how the LEA has amended its TCSPP and school improvement plan to incorporate intervention model or evidence-based school improvement strategies identified in the application
- Implementation of timeline
- Increased achievement in ALL or subgroup category that did not meet LEA or State benchmarks

Reporting and Evaluation Requirements

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- Fiscal and Program Accountability
- Fiscal and Program Reporting
- Site Visits by SDE Personnel
- Internal Evaluation-LEA create and use a data system
 - Formative and summative assessments for students, staff, and community partners/business groups
 - Identify program processes and practices that are working, adjust those that are not
- Annual Report to State

Schools Served

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LEA Annual Student Achievement Goals

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- Reading
- Math
- Attendance (Elementary and Middle Schools)
- High School Graduation Rate (high schools)
- Should be part of TCSSP
- Component 5 of TCSPP

Descriptive Information

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- Interventions
- Align resources with interventions
- Modify practices or policies to fully implement interventions
- Sustain reforms after the funding period

School Improvement Grant Application

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LEA application – page 14



Draft of LEA Application, Page 14- 32 of SEA application's submitted to USDE

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http://www.state.tn.us/education/fedprog/doc/School_Imp_Grant_App.pdf

LEA Application Draft, pp. 14 -32 and related appendices

LEA Application Draft– Summary of Contents

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- I. General Information
- II. SIG Schools
- III. LEA Annual Student Achievement Goals (TCSPP)
- IV. LEA Descriptive Information—including timeline w/quarterly milestones; consultation with stakeholders; internal evaluation.
- V. LEA Capacity—including general capacity of LEA, LEA SIG Leadership Team; School-level leadership; external providers; professional development.
- VI. Budget—3 year with detailed budget justifications for school and district

LEA Application– Summary of Contents

- VII. School Level Descriptive Information—Section that must be completed for each school.
- School Needs—student achievement data; school achievement and goals for other indicators (TSIP); professional development.
 - Tier I and II schools-- rationale for selection of intervention model/questions.
 - Renewal schools—intervention and rationale for selection.
 - Tier III Focus schools—intervention activities.
 - Tier I, II, III schools—implementation plan with quarterly milestone goals for each year and 3 year timeline.

Questions

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